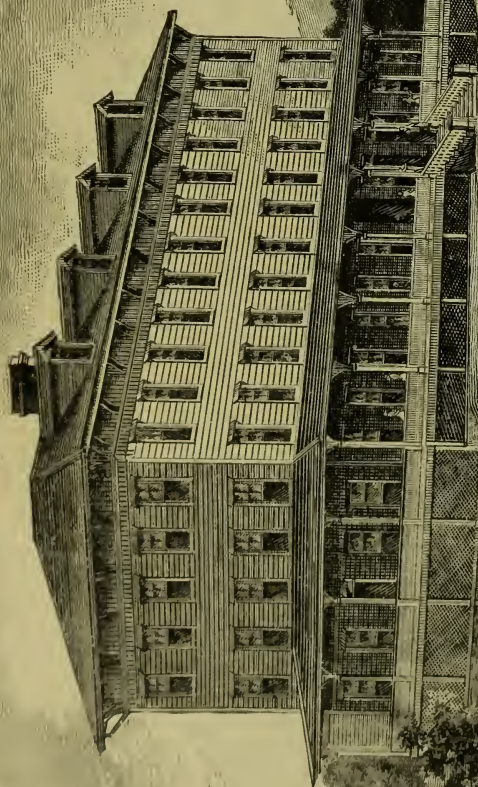


COLLEGE.





COLLEGE HALL, OR STUDENTS' HOME.

THE ELEVENTH ANNUAL

CALENDAR

OF

HEALDSBURG COLLEGE

CONTAINING

General Information Concerning its Distinctive Features,
Courses of Study, Rules and Regulations,
Students' Expenses, Etc.

1894.

BOARD OF TRUSTEES.

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CALENDAR.

SEPTEMBER 5, 1894	-	-	-	FALL TERM BEGINS.
DECEMBER 11, 1894	-	-	-	FALL TERM CLOSES.
DECEMBER 12, 1894	-	-	-	WINTER TERM BEGINS.
MARCH 12, 1895	-	-	-	WINTER TERM CLOSES.
MARCH 13, 1895	-	-	-	SPRING TERM BEGINS.
JUNE 11, 1895	-	-	-	SPRING TERM CLOSES.

FACULTY.

FRANK W. HOWE, PRESIDENT,
Mental and Moral Science.

ELDER ELMER E. ANDROSS,
English Bible.

*
History.

GEORGE W. RINE,
English Language and Literature.

FRANK B. MORAN,
Natural Sciences.

WARREN E. HOWELL,
Classics and Higher Mathematics.

~~MRS. LENA F. HOWELL,~~
Deceased
Assistant in Mathematics.

Mrs. ~~MISS ADELAIDE ADAMS,~~ *Moran*
Assistant in English Language.

MISS FANNIE M. IRELAND,
Common Branches.

MRS. A. O. JAMES,
Instrumental Music.

MRS. FLORENCE J. MORRISON,
Primary Department.

ZACHARIAH THORPE,
Steward.

MRS. MARY THORPE,

Matron.
7112

See Notes
U.S. History
Geography { *Physics*
Botany

* To be filled.

Healdsburg College.

HEALDSBURG COLLEGE was founded by the California Conference of Seventh-day Adventists. It was first opened for students April 11, 1882, and was chartered as a college October 2 of the same year. It is a denominational institution, established for the purpose of giving a liberal education to young people, and to prepare those disposed to give themselves to the service of God, for the various lines of religious work carried on by this denomination.

The school was established by gifts from the friends of the enterprise, and is supported chiefly from the income derived from the tuition and board of students. So far this has been sufficient to meet all ordinary expenses. The college has been well attended from the beginning, and students who have gone from this institution into active life will compare favorably with those from similar schools in scholarship and culture. In moral stamina—that which is of greatest worth—they ought to excel, for the development of character has always been the chief aim of the school management. It is believed that true education consists in harmoniously developing all the powers of the student—mental, moral, and physical. In this school careful provision has been made for culture in the last two as well as in the first.

Moral principles are taught not only by precept and example, but also by a systematic study of the Bible. The main purpose of the instruction throughout is to develop stability of character, thoroughness of scholarship, and a practical fitness for the duties of life. It is the hope of the managers to have a school where the fear of God will prevail, where his holy word will be revered, and where his worship and service will be respected. Such as desire to be in harmony with these objects are heartily invited to attend.

LOCATION.

The college is situated at Healdsburg, Sonoma County, California, a thrifty town of 2,500 inhabitants, sixty-five miles north of San Francisco, on the line of the San Francisco and North Pacific Railroad. Trains leave San Francisco daily, except Sundays, at 7:30 A. M. and 3:30 P. M., arriving at Healdsburg at 10:40 A. M. and 6:45 P. M. Those who do not wish to come through San Francisco can come by the Southern Pacific Railroad, on the morning train, to Santa Rosa, which is sixteen miles from Healdsburg, and there change to the former road. Those who come at the beginning of the school year will be met at the train. Those who come later will also be met if notice is given in time.

BUILDINGS AND GROUNDS.

The main building of the college is situated two blocks east of the business portion of the town, on a beautiful campus of two acres. It contains recitation rooms, chapel, library, office, book store, cloak-rooms, and large hall. The front half of the grounds is a lawn, laid out with walks and ornamented with flowers, trees, and shrubbery. It is well cared for at all times. The rear half is used as a place for recreation.

The College Hall, or Students' Home, as it is popularly called, is situated three blocks north of the main building, on a fine eminence overlooking the town. The grounds connected with the Home cover nine acres, consisting largely of orchards and lawns.

In the basement of the Home are the dining room, kitchen, and storerooms. On the first floor above are the parlor, office, ladies' study, gentlemen's study, library, music room, and cloakrooms. On the other floors are bedrooms and bathrooms. The first of these floors is exclusively for ladies, the other two for gentlemen. The building is heated throughout with steam. The studies are also provided with grates, which are used when it is not desirable to heat the entire building. Another large building east of the Home is used for laundry, tent shop, carpenter shop, and printing office. A third building, situated to the west, is the president's house. A blacksmith shop, tank house, engine house, and barn, complete the list of buildings connected with the college.

THE HOME LIFE.

Past experience has demonstrated that the school can be more successfully carried on by having the students board and room in the college buildings with the members of the faculty, thus constituting a large school family. Young people should receive a much broader training than that which comes merely from the study of books. It is the best time for them to form habits of order, neatness, and Christian courtesy, and to obtain that general culture which comes from daily and intimate association with educated Christian teachers. Much care is taken to render the home life not only attractive, but efficient in the cultivation of those habits of life and graces of character which distinguish the refined Christian man and woman. Teachers and students share one family life, with common aims and interests. The regulations are reasonable, and are adapted to secure trust, freedom, and happiness. It is intended that every student shall enjoy the pleasant associations and receive the personal care of a true home.

After several years of experience with the present plan of the home life, the managers of the college are convinced of its great value as an aid in the proper development of Christian character, and they earnestly recommend that all parents residing out of Healdsburg, who send their sons or daughters to the college, make provision for them to live at the school home. Parents are assured that those who are sent here to work for their board, are by that arrangement deprived, in a large degree, of the special privileges and benefits which they might otherwise enjoy. In such cases the Faculty cannot be expected to take that responsibility for the general welfare of the student which they are willing to assume in the Home.

DOMESTIC LABOR.

All members of the student family are required to devote twelve hours a week to some kind of domestic or manual labor in connection with the Home or college premises. This is required in consideration of the low rates charged for board and tuition, and for the general training which it affords. The students are supervised and instructed in their work so as to make it of the greatest educational value to them. Order and system characterize everything that is

done. The domestic labor consists in caring for the college grounds and buildings, and attending to those duties at the Students' Home which would usually devolve upon the members of a well-regulated family who do their own work.

Much valuable information and discipline are thus secured to the student. Sharing daily duties, and bearing mutual responsibilities for the common good, have proved to be of great educational value in establishing health and developing character. The influence of this service, rendered heartily, is invaluable in producing, during the years of purely mental training, habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers.

The manual labor consists of printing, tent making, and carpentry for the gentlemen, and printing, sewing, cooking, and general housework for the ladies.

In case of sickness or an indisposition to work, students will be charged for their time at the rate of ten cents an hour. For extra service they will be allowed ten cents an hour for common labor and twenty cents an hour for skilled labor.

DISCIPLINE.

The constant aim of the Faculty is to develop character of the highest type and scholarship of the best quality. The discipline of the college will have respect to these ends. Every effort is given toward making the students self-reliant, self-controlled men and women. But it is not a reform school, and its patrons should not send to this institution young people too incorrigible to be governed at home. If any of this class gain admittance, they may expect to be summarily dismissed as soon as their true character is discovered. It is distinctly understood that when a student enrolls his name for admission, he becomes subject to the rules of the college, and pledges himself to faithfully observe them. Whenever a student shows, by indolence or perverseness, that his connection with the college is no longer profitable to himself, or is detrimental to the best interests of the school, he will not be allowed to remain longer.

RELIGIOUS BASIS OF THE INSTITUTION.

The college is a denominational institution, and is conducted upon this basis. While no religious test will be required of students, yet no one will be allowed to remain in the institution who seeks to

disseminate infidel views among his associates. Such religious meetings will be conducted in connection with the college work as may be deemed most conducive to the spiritual growth of those in attendance. The seventh day of the week is observed as the Sabbath, and all nonresident students are expected to conform to this plan so far as not to interfere with the observance of the day in its proper spirit.

WHO ADMITTED.

The college is open to all *worthy persons* of both sexes. The moral influence in the school is carefully guarded, and no one who uses indecent, profane, or unbecoming language, or indulges in the use of tobacco or alcoholic drinks, or who is in any way vicious or immoral, will knowingly be admitted.

Every student on admission, unless personally known to some member of the Faculty, is expected to present evidence of good moral character. A certificate from his last teacher, or, if the applicant is a member of some church, a letter of recommendation from the pastor or clerk of that church, would be greatly appreciated.

PHYSICAL CULTURE.

Besides the domestic and manual labor already spoken of, daily exercise in gymnastics and calisthenics are required of all who are physically able to take part in them. To maintain good health and to secure grace of movement and vigorous muscular development, these exercises are invaluable. One hour and a half of each day is also given to general recreation.

BOARD AND ROOM.

Believing that they should have complete supervision of those whose education has been intrusted to their care, the Board of Trustees require all unmarried students, whose parents or guardians do not live in or near the town, to board and room at the Students' Home. Failure to comply with this regulation will justify the Faculty in declining to receive a student for examination and classification. In exceptional cases permission will be granted to board

with relatives living in Healdsburg. Those who desire a privilege of this kind should, before making such arrangements, make it known to the president of the college in writing, with the reasons therefor. Students will not be permitted to board themselves.

LIBRARY.

The library consists, at present, of about 1,000 volumes, and new books are constantly being added to its list. The student finds this medium of information valuable for research in the different branches of study. In connection with the library is a reading room, supplied with secular and religious papers and magazines, for the use of the students.

LITERARY WORK.

Societies are organized under the direction of the Faculty, for practice in rhetorical exercises, parliamentary forms, extemporaneous debate, and the study of the current topics of the time.

MUSEUM.

Although no special effort has been made to develop an extensive museum, the college has acquired a considerable collection of specimens for illustrating the work in natural history and mineralogy. These specimens consist of coral, shells, fossils, minerals, and other geological formations, ferns, and other botanical collections, and a few mounted birds and mammals. Anything our friends can send us in the way of rare minerals, fossils, and curios will be thankfully received. To avoid unnecessary expense, however, in sending specimens which possibly might not be useful in our work, intending donors are requested to correspond with the college beforehand. A brief sketch of any article forwarded will add to its interest and value.

ADDITIONAL INFORMATION.

COLLEGE YEAR.

The college year consists of forty weeks, beginning September 5, 1894, and ending June 11, 1895. There will be no stated vacations, but such recesses as may be determined by the Faculty.

TIMES OF ADMISSION.

Students will be received at any time during the first month of the college year and at the beginning of the winter and spring terms. Other dates for entrance are as follows: Wednesday, October 31, 1894; Wednesday, January 9, 1895; and Wednesday, February 6, 1895. No one will be expected to present himself for admission at other times or after the spring term has been in session more than two weeks. It is a great disadvantage to a student to join a class some time after it is formed, and the importance of being present at the opening of the year is urged upon all. None need to plan, however, to reach Healdsburg more than one day previous to the opening of the term. Students are not advised to enter after the beginning of the third term. All who expect to attend the college at any time during the year are requested to notify the managers at their earliest convenience, stating definitely the time when they will enter. This will be found of advantage both to the student and the college.

EXAMINATIONS.

Students at the time of entering the college will be required to be examined orally and in writing, for the purpose of classification. These examinations are not technical, but relate to general principles rather than to the details of the subjects considered.

Those who desire to obtain credit for work done at other institutions must, during the first year of their stay at the college, either

pass a satisfactory examination in each branch, or present such evidence from other instructors as will, in the judgment of the Faculty, entitle them to such credit without examination. Work done in approved high schools and academies may be accepted for corresponding work in classics and modern languages in all courses, and for any other subject included in the Classical Preparatory Course. Credit may be allowed in the college courses for work done in other colleges of good standing. A final examination is held in each study whenever it is completed, and more frequent examinations are held at the discretion of the instructors. No credit will be allowed for an examination in any study during a student's course unless he has pursued it under the direction of some approved instructor.

Entrance examinations will be held on Wednesday, September 5, 1894. The examination in mathematics will be at 10:30 A. M., and in English at 3:30 P. M., both being in the chapel. Other announcements will be made on the morning of that day. Students are strongly urged to be present at this time. Other examinations can be held only at the convenience of the instructors, and classification may thus be delayed.

The committee to receive and examine certificates or other evidences of work done elsewhere, which candidates for admission desire to present in lieu of an examination, will meet at 7:30 P. M., September 4, and at 8:00 A. M., September 5. All those whose papers are not placed in the hands of this committee for consideration at those times will be required to take the examinations. Papers designed for this committee may be handed to the president or forwarded to him by mail.

BOOKS AND STATIONERY.

Stationery, text-books, and such other material as students need in their school work, are kept for sale at the college book store, at the usual prices. It is well, also, for students to bring with them other text-books, for they are often valuable for reference. At the discretion of the Faculty, books purchased of the college may be taken back at a reasonable reduction in case they are fit to be used again. These are sold to students at reduced prices.

SPECIAL REQUIREMENTS FOR THE HOME.

Students should be provided with the following articles:—

Three sheets, one pair of blankets, four pillowcases, six towels, one bedspread, toilet soap, napkin ring, and toilet set.

Those who come unprovided with the above articles will be required to purchase them.

Ladies should provide themselves with a work dress, large work aprons, rubbers, gossamer, scissors, thimbles, needles, and thread. The gentlemen should have heavy work shoes, a suit for outdoor work, and light shoes or slippers for indoors. Woolen hose and woolen underwear are necessary in this climate.

The student's name should be indelibly marked on every article of clothing and bedding before leaving home.

NEEDS OF THE COLLEGE.

1. Funds with which to purchase books for the library. Standard works would be thankfully received. Please correspond with the president before sending them.
2. Specimens for the museum.
3. Apparatus of any kind for the physical and chemical laboratory.
4. Contributions to a fund with which to procure a telescope for the work in astronomy.

MISCELLANEOUS ITEMS.

Students will be met at the train if notice of their coming is given beforehand.

The college does not undertake to furnish any work to students further than is required in part payment of their expenses.

The mail is carried to and from the college twice each school day. Correspondents of students should not fail to add the word "College" to their address, as this will insure safe delivery of all mail to the proper person.

The scholarship of each student is carefully noted, and recorded for permanent reference.

A certificate of scholarship is given to each student at the close of each term, showing his standing in the branches he has studied. A duplicate is forwarded to parents or guardian.

REGULATIONS

Governing All Students during the Entire Year.

It is our policy to make as few rules as possible. We assume that in all matters involving moral principle students know what is right, and we hold them responsible for doing it. We expressly reserve this principle of management, even where experience has shown the necessity of making the following special explanations and requirements:—

Regular attendance on all college exercises is expected of every student. Realizing, however, that detention in some cases is unavoidable, the Faculty will accept satisfactory reasons for a limited number of absences. All excuses must be submitted to the president, or to a member of the Faculty acting in his place, for approval. All absences not satisfactorily explained shall stand as unexcused. When any student shall have two such absences charged against him in one term, his case will be reported to his parent or guardian, and on the occurrence of a third absence without reasons satisfactory to the president, he will be considered as no longer having college standing. The number of absences, excused and unexcused, for any term must not exceed fifteen per cent of the whole number of exercises in any class. Should this limit be passed, the student thereby forfeits his class standing in that class.

Students must abstain from indecent or disorderly behavior, from profane or unbecoming language, from visiting billiard rooms, saloons, and gambling places, from the use of tobacco and alcoholic drinks, from card playing, and from all improper associations.

No student shall enter or leave any class of any department, except in the usual course of his work, unless by permission of the president.

Every student is required to pass a satisfactory examination in each study pursued, before entering a succeeding class.

Permission for absence from the college during the school sessions must be obtained from the president.

No student shall receive private lessons or engage in teaching, except by permission of the Faculty.

Each student will be required to pay for damage done by him to the property of the college.

No student will be permitted to take more than the regular amount of work, unless by special permission of the Faculty, the request and reasons therefor having been previously presented in writing.

Unrestricted association of the sexes is not permitted, and all students are expected to maintain a proper degree of reserve in their association with those of the opposite sex. Gentlemen must not escort ladies on the street or to or from public gatherings.

Attending parties, the theater, or any entertainment of an objectionable character, interferes with a student's work, and exerts a wrong influence in the school. It is therefore forbidden. Frequent attendance upon evening gatherings of any kind is not in harmony with the plan of work at the college, and may be made a matter of discipline at the discretion of the Faculty.

THE HOME.

Students must not be strolling about the city or country on the Sabbath (Saturday), but must regard the day, and attend public worship at least once.

Ladies will be permitted to receive gentlemen callers in the public parlors on Sunday and Thursday afternoons, by obtaining permission of the preceptress.

It will be expected that each one will conform to the daily program arranged by those in charge. Every member of the school family must be at home evenings, unless special permission is obtained to the contrary.

Students are not allowed to make or receive calls on the Sabbath (Saturday), nor should they spend a single Sabbath away from the college during term time. However great may be the privileges elsewhere, the excitement of meeting friends and of visiting must prevent, in a measure, the benefit which might otherwise be gained.

The health of the student is considered of the greatest importance; and as health depends largely upon habits of diet, parents are requested not to send boxes of food to their children. No objection is made, however, to their receiving fresh fruit. No other kind of food will be allowed in the rooms, except in special cases, when trays may be ordered.

The years which a young girl spends at school are those in which good physical habits should become so confirmed as to be necessary for comfort. It will, in every case, be required that the whole outfit be in harmony with the necessities of good physical development. The lady in charge of this department will insist upon a change of dress whenever that worn is judged by her to be a hindrance to the best health. All dresses should be as light as is consistent with warmth, evenly distributed, all skirts hung from a waist so loosely worn that the arms can reach straight up with perfect ease, sleeves, also, to admit of the freest movement. No corset should be worn with any suit. The shoes should have low heels. All students are expected to dress plainly. The wearing of jewelry and any unnecessary ornamentation in dress is not in good taste here, and will not be in harmony with the wishes of the managers.

EXPENSES.

It has been the aim of the trustees to reduce the expense of the student to the lowest amount consistent with a prudent financial policy, knowing that many young people would avail themselves of the advantages of a college course if they could see their way clear to meet the necessary expense. In the matter of economy, this college presents greater inducements than any other institution of its kind in California.

BOARDERS.

The charges for boarding students, including furnished room, lights, plain washing, tuition, and everything connected with the school work except books, stationery, and such other articles as are mentioned under Special Requirements, are, for the year of nine and one-half months, as follows:—

To those who occupy best rooms.....	\$161 50
To those who occupy north rooms.....	152 00
To those who room on highest floor.....	142 50

The school year is divided into three terms, two of thirteen weeks each and one of twelve weeks. Payment must be made for each term in advance unless other arrangements with the Board of Trustees shall have been made beforehand. This rule will be strictly adhered to.

These rates are based upon the condition that two students

occupy each room, and that two meals per day are furnished. Any change from this plan will necessitate an increase in the charges made.

Friends of the students who desire to spend a few days in visiting, will be charged at the rate of \$4.00 per week.

RESIDENT STUDENTS.

The charges per month of four weeks for tuition will be as follows:—

Preparatory Course, first year.. .. .	\$3 00
Second and third years.....	3 50
Fourth year.....	4 00
For all collegiate courses up to the junior year, per year...	4 50
For junior and senior years, per year.....	5 00

PRIMARY DEPARTMENT.

First, second, and third grades.....	\$2 00
Fourth grade and upward.....	2 50

Payment must be made for the full term at its beginning. There will be no deviation from this rule.

A reduction of ten per cent will be made from the tuition of day students where two or more belong to the same family. In the primary school a reduction of fifteen per cent will be made when two are sent from the same family, and twenty-five per cent for three or more. Those who take the doctrinal Bible class only will be charged \$1.50 per month.

Those students who do not take full work will be charged half rate for one branch of study, and three-fourths rate for two branches.

For the purpose of maintaining the library, a fee of \$1.00 per term will be charged boarding students, and \$1.00 per year to day students, except those below the eighth grade of the Preparatory Department. Classes in physics and chemistry will be charged \$1.00 each per term for chemicals and for ordinary breakage.

In making out all bills to students, the time will be reckoned from the first or the middle of the school month in which the student enters. If a student withdraws during the first half of a school month, he will be charged to the middle of the month. If he withdraws at any time after the middle of the month, he will be charged to the end of the month.

No deduction from regular charges will be made for absence of a few weeks during any part of the year, unless, under the advice of a physician, students withdraw on account of ill health. Under such circumstances, the Board of Trustees will refund as much as in their judgment seems just.

DEPARTMENTS OF INSTRUCTION.

DEPARTMENT OF ENGLISH BIBLE.

There need be no apology offered for making the careful and continued study of the Holy Scriptures a prominent feature in all the courses of study in an institution established for the express purpose of affording an opportunity to secure a Christian education. No merely human production can be so worthy of the students' time and earnest study as that book which has ever been the guide of youth, the hope of manhood, and the support of age. "As an educating power, the Bible is without a rival. Nothing will so impart vigor to all the faculties as requiring students to grasp the stupendous truths of revelation. The mind gradually adapts itself to the subjects upon which it is allowed to dwell. If occupied with commonplace matters only, to the exclusion of grand and lofty themes, it will become dwarfed and enfeebled. If never required to grapple with difficult problems, or put to the stretch to comprehend important truths, it will, after a time, almost lose the power of growth.

"In the word of God the mind finds subject for the deepest thought, the loftiest aspiration. Here we may hold communion with patriarchs and prophets, and listen to the voice of the Eternal as he speaks with men. Here we behold the Majesty of heaven, as he humbled himself to become our substitute and surety, to cope single-handed with the powers of darkness, and to gain the victory in our behalf. A reverent contemplation of such themes as these cannot fail to soften, purify, and ennoble the heart, and, at the same time, to inspire the mind with new strength and vigor."

"In an age like ours, in which iniquity abounds, and God's character and his law are alike regarded with contempt, special care must be taken to teach the youth to study, to reverence, and obey the divine will as revealed to man. The fear of the Lord is

fading from the minds of our youth, because of their neglect of Bible study."

The college offers a four years' course in Bible study, besides the work done in the Preparatory Course and in the course designated as Prophetic History. This work is all required in the Biblical Course, and may be all elected in each of the other courses. A full statement of the nature of each year's work will be given at the opening of the school year.

In conducting all lines of Bible study prominence will be given to the presentation of such doctrines as have either been perverted or cast aside entirely in the great apostasy, and but partially recovered in the Reformation of the sixteenth century. The work is eminently practical, and is designed to be a means of daily growth in Christian experience, and in this way a preparation for usefulness in any department of Christian effort.

HISTORY.

Five years' work in history is offered and may be taken in all the courses.

First year history is a general survey of the field. It is divided into three periods: Ancient History, Medieval History, Modern History. It is designed to give a foundation, a framework, an anatomy of facts, which will serve as a basis for future philosophical study of the science of humanity.

Second year history may be divided into the following topics:

1. The Roman Constitution, and the causes of its overthrow, including a comparative study of the tendencies and evils of those times, with the political phenomena of the present age.
2. Military despotism established upon the ruins of the Roman Constitution, and its effects upon society.
3. The Christians; the principles of liberty for which they contended, and the persecutions which they suffered.
4. Paganism in general, and Roman paganism in particular; the principles which form the pillars of all pagan systems; the relation of the pagan Church to the pagan State.
5. The union of the so-called Christian Church with the pagan State; the genesis of the Papacy; the persecution of pagans and heretics by the Roman Catholics; early Sunday statutes and their meaning; the demoralizing effect of the union of Church and State.
6. The fall of the Roman

Empire; its division among the German tribes, showing the fulfillment of the prophecy of Daniel—chapters 2 and 7—the establishment of the “ten kingdoms,” and the “plucking up” of three of them by the Papacy. 7. A brief sketch of Monasticism.

Third year history takes up the most important historical episodes of European history. It may be divided as follows :—

1. The holy Roman Empire; where was it? what was it? and what was its influence? A discussion of the principles upon which it was upreared.
2. The history of Spain, showing that her present ruined condition is the result of kingcraft and priestcraft; a sketch of the Inquisition; together with the study of the Mohammedans, and their influence upon science and art, and also an account of the ancient civilizations of Mexico and Peru, and Spanish conquests in the New World.
3. History of the popes of Rome during the Dark Ages.
4. Intellectual development of the French.
5. The Renaissance and its effects.
6. The great Reformation of the sixteenth century.
7. The great Rebellion in England; the reign of the Puritans; the Restoration; and the Revolution.
8. The struggle for liberty, civil and religious, in the Netherlands, with an account of the rise of the Dutch Republic. The important episodes in Scottish history; great defense of individual right by that nation; resistance against English Episcopal domination; scientific achievements; reign of the Presbyterians.

Fourth year history commences with: 1. A study of British constitutional history and of the principles which have always characterized the Anglo-Saxon race. 2. The Puritans in America; including a study of the New England theocracy; the Antinomian controversy; the persecutions of Quakers and Baptists; the Salem witchcraft; the Puritan as a statesman and as a religionist. 3. The American Revolution—a philosophical view of the cause of it, and its effect upon the world. 4. The critical period of American history. 5. The objects of the Federal Constitution, and the rights of American citizens under it. The encroachments of the national Legislature and the Federal Judiciary upon these rights during the closing half of the nineteenth century.

Fifth year history, designated in the outline as Prophetic History, comprises a study for advanced students of ancient history in the light of revelation. It will include a thorough study of the principles upon which and by which the Babylonian monarchy was upreared, the fall of Babylon and the Medo-Persian ascendancy; Alexander

the Great and his successors; the monuments, tablets, and inscriptions of the ancient monarchies. The work will be conducted largely upon the seminary method, and is designed for those who wish to become historical specialists.

Besides the regular text-book work, a course in independent historical study will be mapped out for each student in the second, third, fourth, and fifth year's work. Examinations will be held to test the knowledge of the pupil upon it, the same as in the regular class text-book work. One essay each term, or one thesis each year, will be required from every student in the Historical Department. Map drawing will also be made an important feature of the work.

ENGLISH LANGUAGE AND LITERATURE.

Every candidate for admission to the Preparatory Department is expected to pass an examination not only in English grammar, but also in his general knowledge of the language, sufficient to meet the requirements of a course equivalent to Lockwood's Lessons in English. This work includes a brief history of the English language, its Anglo-Saxon and classical elements, figures of speech, common errors, diction, sentence construction, punctuation, letter writing, and simple composition, with biographical sketches and elementary study of Irving, Longfellow, Whittier, Hawthorne, Holmes, Lowell, and Bryant. Special attention is given to the student's ability to express himself with facility and correctness orally and in writing. The entrance examinations will include an exercise in reading and a short composition, which should be correct in spelling, capitalization, punctuation, penmanship, and the general form of expression.

In the tenth grade, rhetoric is pursued two terms, and American literature one. Written exercises and essays are carefully corrected, and then copied by the students in special books for this purpose. The different qualities of style are pointed out and studied in selections from a wide range of good authors in various forms of literature. An earnest effort is made to create and develop the ability not only to criticise and condemn the bad, but to appreciate and admire the good in literature, and thus to form a cultivated literary taste and a proper judgment of its place in a liberal education.

In the eleventh grade one term's work is given to rapid writing,

consisting mostly of class-room exercises in ready composition, involving the practical application of rhetorical principles to various subjects, under the direct supervision of the instructor. This course is designed to give the student a thorough mastery of practical rhetoric. It is regarded as one of the most important courses offered. It is followed in the Freshman year by one term's work in the science of rhetoric, designed, with the preceding courses, to give the student a well-rounded command of the principles which underlie and define harmonious expression.

The study of English literature is pursued throughout the Sophomore year. It is accompanied by a sufficient study of English history to furnish the proper historical setting, without which the literature itself cannot be adequately understood. In all the literary work, the seminary method is followed as far as practicable. Students are given easy access to the books selected for study, and their time is saved by cards of reference and bookmarks. Complete selections are studied and discussed freely in the class. Authors considered inferior are omitted in order to save the full time for the standard masterpieces; but a sufficient variety is given to furnish a criterion of excellence. Essays, reviews, and discussions continue throughout the year.

In the Senior year of all courses, higher English and comparative literature are offered as electives. The essential excellencies of prose and poetry are critically examined and exemplified, and the typical masterpieces of other languages are read and discussed through the medium of translations. This course is the appropriate sequel to the student's preceding work in English, and is open to those who have shown special literary proficiency and general thoroughness of scholarship.

NATURAL SCIENCE DEPARTMENT.

Recognizing the importance of a thorough knowledge of the Natural and Physical Sciences, it is the constant aim that the study in this department shall be such that the pupil may gain a correct knowledge of the subjects taught, and at the same time comprehend the actual relation between natural and revealed truth, between science and the Scripture.

Emanating, as they do, from the all-wise Author of nature and reason on the one hand, and of the revealed will on the other, it is

of course impossible, not only that they should conflict the one with the other, but that they should not sustain and enforce each other.

The works of God as revealed by a genuine science, and his word by a just interpretation, not only cannot be at issue, but each, when rightly understood, must harmonize with the other and exhibit it to human view in a light more worthy of its divine origin, and the pupil is thus led to see God in all the works of creation.

This department includes the subjects of Physics, Chemistry, Mineralogy, Anatomy and Physiology, Zoölogy, Botany, and Elementary Astronomy. During the fall term the class in Physics studies Mechanics, Hydrostatics, and Pneumatics, as presented in Sheldon's Olmsted's Philosophy; during the winter, Heat, Light, Sound, and Electricity.

The class in Chemistry studies during the first term the general principles of the science, and the acid-forming elements; and during the second term, the base-forming elements; after which the class pursues a course in Qualitative Analysis. Each student devotes five hours a week to laboratory work, and is required to make and present for examination full notes of his work.

Early in the preparatory courses an elementary course in Anatomy and Physiology is given for the purpose of affording the pupil the true basis of zoölogical study and classification. Man, being regarded as supreme, or first in order, a point of view of the animal kingdom is thus obtained which it is believed will be of the greatest use in subsequent studies, both in Zoölogy and in the more advanced courses of Anatomy and Physiology.

An elementary course in Astronomy, without Mathematics, is provided, embracing the general topography of the heavens, stars, and nebulae, the sun and the solar system, comets and meteors, and the real and apparent movements of the heavenly bodies.

The remaining work in this department is sufficiently indicated in the general outline of the courses.

DEPARTMENT OF GREEK AND LATIN.

1. PREPARATORY LATIN.

First Year.—First Lessons; Cæsar's Gallic War begun.

Second Year.—Four books of Cæsar finished, and Prose Composition; Review of Inflection.

Third Year.—Fall and winter terms: Cicero, five orations; Prose Composition; Roman History; spring term: Ovid, selections, Prosody.

2. COLLEGIATE LATIN.

Freshman Year.—Fall and winter terms: Virgil, Æneid, Books I–VI; spring term: Horace, Odes and Epodes; Prosody; Mythology throughout the year.

Sophomore Year.—Fall term: Livy, Book 21; winter term: Seneca, Essays; spring term: Horace, Epistles and Satires; History of Roman Literature.

Junior Year.—(Elective.) Vulgate, Latin Hymns, and other ecclesiastical Latin.

3. GREEK IN THE CLASSICAL COURSE.

Twelfth Grade.—First Lessons; Xenophon's Anabasis begun.

Freshman Year.—Xenophon, Anabasis, Books I–IV; Prose Composition; Review of Inflection.

Sophomore Year.—Fall term: Demosthenes; winter term: Sophocles, Antigone; spring term: Homer, Iliad. Greek History and Greek Literature during the year.

Junior Year.—Septuagint; New Testament; Ecclesiastical Greek; Buttmann's New Testament Greek Grammar.

4. GREEK IN THE BIBLICAL COURSE.

Eleventh Grade.—First Lessons based on the New Testament begun.

Junior Year.—New Testament; Review of Inflection; Prose Composition; committing to memory passages from the New Testament.

Middle Year.—Septuagint; New Testament; Versions; Principles of Textual Criticism.

In the advanced language courses similar but equivalent work may be offered from time to time instead of the subjects above enumerated.

Authors and Subjects Studied.—In the preceding synopsis and the general outline of the courses, pages 34–36. may be found a list of authors read, and subjects studied, with their order, and usually the length of time devoted to each.

Aims and Methods of the Department.—These may be briefly stated as follows:—

1. To enable the student to read intelligently and appreciatively Greek and Latin authors. As the first steps toward the attainment of this end, a good working vocabulary and a thorough knowledge of etymology and syntax are obtained by means of careful study of the grammar, and constant practice in translating from English into Latin and Greek, and from these languages into English.

2. To gain the ability critically to investigate original sources of authority, both in sacred and profane literature. The study on scientific principles of a considerable range of authors, sacred and profane, it is hoped will prepare the student for independent research. It is sought to guard him against a careless or incorrect translation of the Bible by thoroughly equipping him beforehand with grammatical knowledge and a reasonable practice in translating authors where neither prejudice nor previous acquaintance with a translation should mislead him.

3. To aid in the pursuit of science and a clearer appreciation of the English language. The knowledge gained, both in vocabulary and principles of word formation of the languages so largely used in scientific phraseology, is designed to be an aid to the more intelligent and easier acquisition of the sciences. A like acquaintance with the original elements of so large a part of the mother tongue, with the acquired habit of carefully analyzing language for the thought contained, is held to be conducive to a better understanding of the English language.

4. To impart an intimate and accurate knowledge of the life of the Greeks and Romans in the time of their greatest intellectual activity and political power. The literature of a people is the truest mirror of the life of the people; the choicest literature, the ideal life of the best men of any people. In history, poetry, oratory, the drama, and philosophy, authors of acknowledged preëminence only are read.

5. To form a correct literary taste. It is hoped that a patient and careful study of masterpieces in these languages will exercise a beneficial and lasting influence in the formation of a correct literary taste.

6. To show the influence upon modern life of the Greeks and Romans. In language, literature, art, science, philosophy,—in short, in every department of human activity, an intimate connection exists between the modern world and the people who spoke these two languages. To understand this relation has, often, a very important influence in determining the path of safety and duty for both States and individuals.

MATHEMATICS.

Preparatory Courses.—A thorough knowledge of Arithmetic, four terms of Elementary Algebra, and three of Plane and Solid Geometry, are required of all students expecting to enter the Classical or Scientific Course. Candidates for the Biblical Course substitute Botany for the last term's work in Solid Geometry. The work in Algebra includes Simple and Quadratic Equations, theory and use of Exponents, the Progressions, and the general theory of Equations. Special attention is given to oral and frequent written exercises. The work in Plane, Solid, and Spherical Geometry is followed by a short course in Conic Sections. Supplementary readings on the history and application of Geometry are required, and the results are given to the class in the form of essays. Care is taken that these courses shall afford thorough preparation for the work which follows.

Collegiate Courses.—Five full years of Mathematics are offered to both classical and scientific students. College Algebra is pursued the first eighteen weeks, three hours per week.

The class work covers the subjects of Choice, Chance, Series, Determinants, and the general properties of the Equation. Supplementary readings and discussions are required.

This course is followed by Plane and Spherical Trigonometry. Special attention is given to Functions and their relations, and practice in the use of Logarithmic Tables.

The courses in Analytic Geometry and Calculus continue through the Sophomore year, the work being made elective in the Classical

Course. There are special discussions of the Conic Sections, and Higher Plane Curves, by both the Rectilinear and Polar systems of Coördinates, together with the careful consideration of loci of the second order. The Differential and Integral Calculus, based on the theory of rates, is continued throughout the winter and spring terms. The work is carried through the analysis of indeterminant forms, maxima and minima, curvature, areas, curve tracing by method of the calculus, etc. Applications to problems in Geometry and Mechanics. One term's work in Practical Astronomy is also offered in this department, open to those students who have completed Elementary Astronomy and Trigonometry. The work is a continuation and completion of the course in Elementary Astronomy, and covers the principal topics of theoretical and practical Astronomy, together with discussions on the latest results of astronomical research.

DEPARTMENT OF PHILOSOPHY AND DIDACTICS.

The work of this department is divided among several professors, and embraces those studies of a philosophical character which cannot properly be classified under any other department. It is designed that the primary meaning of the word "philosophy," the love of wisdom, shall characterize the work done, and define its purpose. The practical side of the various studies is especially emphasized, and theory is dwelt upon only so far as to explain and direct the practice, and to familiarize the student with the principles around which the facts may be crystallized. The lines of study pursued in this department are Psychology, Moral Science, Inductive and Deductive Logic, Political Economy, an Outline of the History of Philosophy, and Pedagogy.

A brief survey of the ground covered in these courses will sufficiently indicate the scope of the work done. In Psychology are considered the general classification of mental phenomena and faculties, the intellect, consciousness, sense, reason, judgment, association, memory and recollection, imagination, brute intelligence, the sensibilities, the will, the ideas of liberty and necessity, free agency, volition, and kindred topics.

In Moral Science are considered the duties to man, to nature, to God, to civil government, and a study of the nature of the divine government.

Two terms are given to the study of Logic, the first dealing with terms, propositions, syllogisms, fallacies, and rules for the conduct of discussions. The second term deals with the subject of Induction; its nature, ground, and scientific importance; the laws of nature, composition of causes; observation and experiment; theory of chance; analogy and probable evidence; abstraction and generalization, and the principles of definition and classification. It is designed to make the study of Logic a practical preparation for weighing the evidences of truth and error in all lines of the student's investigation in school and out.

In Political Economy are studied the relations of labor and capital; of supply and demand; of profits and wages; money and values; banking systems; trades-unions and strikes; industrial coöperation; pauperism and charities; tariffs; revenues; industries, and the principles of property and taxation. The mere enumeration of these topics suggests their importance. Practical application of the principles taught is made to matters of current history as they occur.

The History of Philosophy will be taught in outline in the form of lectures covering the salient facts in the progress of civilization as influenced by the teachings of every age, with special reference to the influence of Christianity upon the world's thought as compared with that of other systems of religions.

In Political Science are considered the fundamental conceptions of law and sovereignty, the historical development of systems of civil government, theoretical and actual, and a philosophical study of the scope and limitations of civil authority, with special reference to the relations of civil government to the divine government.

The subject of Didactics is comprised in three years' work, all of which is required in the Normal Course. The first year is devoted to practical school management, in the form of lectures and recitations, following the work indicated in "*Baldwin's Art of School Management.*"

The second year is devoted to a careful consideration of the principles underlying correct pedagogical practice. This is made a critical study, and, in connection with the lectures and recitations, students are required to prepare special theses and discussions on assigned topics. Standard authorities are read and discussed throughout the course.

The third year's work is in the general history of educational

systems, their rise, excellencies, defeats, and influence upon the present status of pedagogical teaching and practice. This course is the appropriate conclusion of the teacher's professional training, and is needed to give the breadth of view which should characterize all who enter this work. It is the design of all these courses not only to prepare students for actual schoolroom service, so far as the length of time will allow, but also to train those who are called upon for any service which involves the use of educational principles. The various forms of practical application of these principles are constantly suggested to the student.

MUSICAL DEPARTMENT.

"No one of the arts is so popular, no one is so generally practiced, as the art of music; yet not one is as much abused as it, and that for the reason that its high meaning is but little understood, not only by the masses, but even by musical students and teachers. The art is used too much as an amusement, as an exhibition of skill, as a means of attracting attention, and too little as a means of education. . . . Music is a means of culture; it is one of the greatest, and perhaps the greatest, factor in human civilization. Not until men shall use the art with the spirit of reverence will it exercise those powers for which it is designed."

The musical department of the college affords the student an opportunity to study with a competent teacher, whose aim is the development of the taste for the true in music. Practice rooms are fitted up for students, where they can have access to the instruments at reasonable cost. Classes are formed to meet the wants of the students in vocal music, involving no expense except for music used.

Terms for instrumental music:—

For a term of twenty lessons, organ or piano.....	\$10 00
For practice on piano, one hour per day, per term.....	6 00
For practice on organ, one hour per day, per term.....	4 50

PREPARATORY DEPARTMENT. FOR ALL COURSES.

YEAR.	STUDIES.	TERMS.	HOURS.	YEAR.	STUDIES.	TERMS.	HOURS.
FIRST YEAR.	10th Grade.			THIRD YEAR.	10th Grade.		
	Arithmetic	1, 2, 3.	4		Algebra	1, 2, 3 (Norm. Sci. and Cl.)	4
SECOND YEAR.	9th Grade.			FOURTH YEAR.	11th Grade.		
	Advanced English	1, 2, 3.	4		Plane Geom. 1, 2, Sol. Geom.	3 (Norm., Sci. and Cl.)	4
	Physical Geography	1, 2, 3.	4		El. Phys. 1, Bookkeeping 2, * El. } Physiol. 3.	3 (Bib. Course)	4
	English History	1 $\frac{1}{2}$, 2.	4		II. Bible	1, 2, 3.	4
	New Testament	1, 2, 3.	4		II. Latin. (Norm. Sci. & Cl.) } II. History. (Bib. Course.)	1, 2, 3.	4
			2				2

NORMAL AND SCIENTIFIC COURSES.

CLASSICAL COURSE.

SUB-FRESHMAN YEAR.	13th Grade.			THIRD YEAR.	11th Grade.		
	III. Latin	1, 2, 3.	4		III. Latin	1, 2, 3.	4
FRESHMAN YEAR.	12th Grade.			FOURTH YEAR.	12th Grade.		
	El. Zool. 1, El. Astr. 2, El. Bot.	1, 2, 3.	4		El. Zool. 1, El. Astr. 2, El. Bot.	1, 2, 3.	4
	II. History	1, 2, 3.	4		Beginning Greek	1, 2, 3.	4
	III. Bible	1, 2, 3.	4		III. Bible	1, 2, 3.	4
			2				2

*Normal, Scientific and Classical students of the fourth year who can pass the examination in Elementary Physiology may continue Bookkeeping, as in the Biblical Course. On the same condition Biblical students of the third year may continue Algebra with the other courses.

DEGREE COURSES:

* Students in the Freshman Scientific who continue Latin, instead of Beginning German, must take one hour additional drill.

Studies italicized are *elective*, i. e., any study from the lists on p. 36 may be substituted.

ELECTIVE STUDIES.

Besides the prescribed work of each course, a considerable range of elective studies is offered, mostly in the Junior and Senior years. Most of these studies are prescribed in some one of the courses, but the daily program is so arranged that the students in other courses may elect them in place of studies that are not prescribed in their own courses. To assist students in the choice of these studies, a schedule is given below of the electives which are thus made possible in each year.

ELECTIVES PROVIDED IN DAILY PROGRAM.

	BIBLICAL COURSE.	NORMAL COURSE.	SCIENTIFIC COURSE.	CLASSICAL COURSE.
SOPHOMORE YEAR.			<i>One Choice.</i> IV. Bible. IV. History. School Management.	<i>One Choice.*</i> IV. Bible. IV. History. School Management. { Chem. and Adv. Bot. { Anal. Geom. and Calc.
JUNIOR YEAR.		<i>One Choice.*</i> IV. History. IV. Bible. Adv. Phys. 1, 2 { Adv. Bot. } 3. { Gen. Astr. }	<i>One Choice.</i> IV. History. Princ. of Pedagogy.	<i>One Choice.</i> IV. History. Latin (or German). Princ. of Pedagogy.
SENIOR YEAR.	<i>One Choice*.</i> III. Bib. Greek. III. Hebrew. School Management. Princ. of Pedagogy. Pub. Spk. 1 { Ind. Log. } 2. { Pol. Ec. } 3. { Hist. Phil. } 3.	<i>One Choice.*</i> IV. Bible. Proph. History. High. Eng. and Comp. Lit. Biol. and Mineral. Pub. Spk. { Ind. Log. } 2. { Pol. Ec. } 3. { Hist. Phil. } 3.	<i>One Choice.*</i> Proph. History. High. Eng. and Comp. Lit. History of Education. { Biol. and Mineral. { Pub. Spk., Pol. Ec., Pol. Sci.	<i>Two Choices.</i> Proph. History. High. Eng. and Comp. Lit. History of Education. Biol. and Mineral. Pub. Spk., Pol. Ec., Pol. Sci.

*Besides the ALTERNATIVES explained under the courses of study. N. B. — Students can make no elections other than those above provided, except by special permission of the Faculty.

COURSES OF STUDY.

Healdsburg College offers four general courses of study, the Biblical, Normal, Scientific, and Classical. A detailed outline of the work done in each is given on the following page. These courses are preceded by a general Preparatory Course of four years, which is also outlined. From the beginning of the Preparatory Course the Biblical Course extends through seven years, the Normal Course eight years, and the Scientific and Classical Courses nine years. Graduates of the Biblical and Normal Courses receive appropriate diplomas, and those who complete the Scientific and Classical Courses receive, respectively, the degree of Bachelor of Science and Bachelor of Arts.

The Preparatory Course begins with the ordinary eighth grade of public schools. Work below this is carried on in the primary and grammar grades of the College Preparatory School.

REMARKS UPON THE COURSES.

The Biblical Course offers a graded, systematic, progressive study of the English Bible, with sufficient Greek to enable its graduates to read the Scriptures in the original, and thus appreciate the finer shades of meaning which sometimes escape translation into any modern tongue. The course has an arrangement well suited to the needs of many who can spend only a limited time in school, offering much of the work of the other courses that is especially useful as a preparation for public religious work.

The distinctive features of the Normal Course are found in special lines of work designed to qualify its graduates for the profession of teaching. The need of such special training is fully met.

The Scientific Course furnishes an exceptionally full and extended opportunity to acquire a familiarity with the manifestations of God in nature.

The Classical Course is strong in the study of the Humanities—the knowledge of what man has done and thought, the laws which govern his development in civilization, the means by which his intellect is elevated, his judgment persuaded, his sympathies enlarged, and his energies enlisted in the betterment of himself and others.

The courses provide a considerable range of electives in the last two years. This arrangement offers to the student a system of reasonable flexibility for planning his work, being thus particularly adapted to the wants of those who must select their studies and cannot follow any regular course.

The separate courses are consistently strong in the lines of work from which they are named, while through all there runs a common bond or group of studies, including English, the Bible, and History.

Two hours per week throughout the courses are devoted to work designated as drills. Unless a satisfactory examination can be passed in the subjects, every student will be required to spend one year of his time upon each of the following lines of work: Reading, Elocution, Drawing, and Vocal Music, and six months upon Parliamentary Rules and Practice. The remainder of the time may be occupied in special exercises in English, in a study of Oriental countries and religions, in a study of the rise and development of the work now being carried forward by Seventh-day Adventists, and in the consideration of such other topics as may be suggested by the Faculty from year to year.

Phonography is not a part of any course, but will be taught at such times as will meet any reasonable demand for it. Only those who have a good grammar school education will be admitted to this class. Any who desire to substitute Phonography for other regular work in any course must make special arrangements with the Faculty.

Candidates for a diploma or a degree must present to the Faculty, at the beginning of their junior or middle year, a statement of the work they have already completed and that which they propose to follow the last two years. At the beginning of the senior year they shall present a similar statement. These statements shall be referred to a standing committee for each course, who shall advise with students in the arrangement of their work. Students must finish all the preceding work required in their course before they can choose elective studies. A general scheme for the arrangement of these elective studies is given on the following page.

LIST OF GRADUATES

1889.	
Name.	Course.
Kate Bottomes	Normal
1890.	
Florence E. Butcher	Normal
John Edwin Fulton	Biblical
1891.	
Arthur S. Hickox	Biblical
Edwin L. McKibbin	Normal
Susie V. Newlon	Normal
1892.	
Helen Good	Biblical
D. Delos Lake	Biblical
Jackson L. Martin	Biblical
Alma E. Baker	Normal
Octavia A. Banta	Normal
Leander Good	Normal
Fannie M. Ireland	Normal
Laura B. Morrison	Normal
Alice L. Stiles	Normal
1893.	
Amelia Heald	Normal
Clara M. Lake	Normal
Herbert C. Lacey	Biblical
Leander Good	Scientific
Fannie M. Ireland	Scientific
D. Delos Lake	Scientific
1894.	
W. Harry Calhoun	Normal
Helen Good	Normal
Birdena Healey	Normal
Frank J. Otis	Normal
Lillian Yarnall	Normal
Robert Caldwell	Biblical
Lulu Joseph	Biblical
Geo. Teasdale	Biblical
Octavia A. Banta	Scientific
Clara M. Lake	Scientific

NO. OF STUDENTS.

STATE OR COUNTRY.	Gents.	Ladies.	Totals.
Armenia (Turkey)	1	. . . .	1
California	49	56	105
China	2	. . . .	2
Hawaiian Islands	2	2	4
Idaho	1	. . . .	1
Ireland	2	. . . .	2
Japan	7	. . . .	7
New Zealand	5	. . . .	5
Nevada	2	2	4
Oregon	5	2	7
Pitcairn Island	1	1	2
Russia	2	. . . .	2
Whole number in college	79	62	141
Primary school	Boys. 13	Girls. 19	32
Total . . . . .	. . . .	. . . .	173

Text-books and Books of Reference.

Ancient Atlas	Ginn
Bible Dictionary	Smith
Bookkeeping	Bryant
Civil Government	Townsend, Fiske
Classical Dictionary	Anton
Drawing	Prang
English—	
American Literature	Hawthorne & Lemmon, Masterpieces
Composition	Chittenden
English Literature	Shaw-Backus, Swinton, Welsh, Masterpieces
Grammar	Maxwell, Bell
Higher English	Minto, Garnett, Sherman, Gummere, Masterpieces
Language Lessons	Lockwood, Kellogg
Readers	Appleton, Harper
Rhetoric	Kellogg, Williams, Genung, Hill, Clark
Geography	Appleton, Harper
Greek—	
Anabasis	White & Goodwin, Boise
Biblical Greek	Harper & Weidner's Inductive Method
Demosthenes	D'Ooge, Tyler
First Lessons	Keep
Grammar	Hadley & Allen, Goodwin
Iliad	Seymour
Lexicon	Liddell & Scott
New Testament	Westcott & Hart
Odyssey	Merry
Primer of Greek Literature	Jebb
Prose Composition	Jones, Sidgwick
German—	
Grammar	Bernhardt, Whitney
Lexicon	White, Adler
Hebrew	Harper's Method and Manual
History—	
Ancient History	Rollin
American Revolution	Fiske

Beginnings of New England	<i>Fiske</i>
Church History	<i>Fisher</i>
Critical Period of American History	<i>Fiske</i>
Decline and Fall of the Roman Empire	<i>Gibbon</i>
Ecclesiastical History	<i>Mosheim</i>
Federalist	<i>Hamilton</i>
General History	<i>Myers</i>
History of Civilization in England	<i>Buckle</i>
History of the Eastern Church	<i>Stanley</i>
History of England	<i>Montgomery, Macaulay</i>
History of European Morals	<i>Lecky</i>
History of Greece	<i>Grote, Fyffe, Smith</i>
History of the Reformation	<i>D'Aubigne</i>
History of Rome	<i>Merrivale, Leighton, Creighton</i>
History of the United States	<i>Montgomery, Johnston</i>
Intellectual Development of Europe	<i>Draper</i>
Massachusetts : Its Historians and Its History	<i>Fiske</i>
Peopling of the Earth	<i>Jones</i>
Rise of the Dutch Republic	<i>Motley</i>
Séven Great Monarchies	<i>Rawlinson</i>
Latin—	
Æneid	<i>Allen & Greenough, Frieze</i>
Cæsar	<i>Allen & Greenough</i>
Cicero	<i>Allen & Greenough, Harkness</i>
First Lessons	<i>Tuell & Fowler, Jones</i>
Grammar	<i>Harkness, Andrews & Stoddard</i>
Horace	<i>Harper, Lincoln</i>
Lexicon	<i>White, Andrews</i>
Livy	<i>Lincoln, Westcott</i>
Ovid	<i>Kelsey</i>
Prose Composition	<i>Jones, Abbot</i>
Mathematics—	
Algebra	<i>Wells, Olney</i>
Arithmetic	<i>Olney, Robinson</i>
Calculus	<i>Olney, Taylor</i>
Geometry, Elementary	<i>Wentworth, Olney</i>
Geometry, Analytic	<i>Wentworth</i>
Trigonometry	<i>Wentworth, Olney</i>
Mythology	<i>Gayley</i>
Natural Science—	
Astronomy, Elementary	<i>Young</i>
Astronomy, General	<i>Lockyer, Young</i>
Botany	<i>Gray, Wood, Bessey, Rattan</i>
Chemistry	<i>Mead, Shepard, Avery</i>
Physics	<i>Avery, Gage, Ohmstead</i>
Physiology	<i>Kellogg, Hutchinson, Steele, Martin</i>

Physical Geography	<i>Maury, Houston</i>
Zoölogy	<i>Packard</i>
Pedagogy—	
History of Education	<i>Compayré</i>
History of Educational Theories	<i>Browning</i>
Lectures on Teaching	<i>Payne</i>
Methods of Teaching	<i>Swett</i>
School Management	<i>Baldwin</i>
Theory and Practice of Teaching	<i>Page</i>
Philosophy—	
Logic	<i>Schuyler, Jevons-Hill, Thomson</i>
Mental Science	<i>Mahan</i>
Moral Science	<i>Hopkins, Hicok</i>
Political Economy	<i>Walker, Wayland, Ely</i>
Political Science	<i>Wilson</i>
Psychology	<i>Hill, Dewey</i>

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